

Maine Charter School Commission

DRAFT – PENDING COMMISSION VOTE 10/15/14

Maine Charter School Commission - September 2, 2014

MINUTES

I. Call to Order

Chair, Shelley Reed, called the meeting to order at 9:44 a.m.

II. Roll Call

The following members were present: John Bird, Nichi Farnham, Jana Lapoint, Laurie Pendleton, Ande Smith, Michael Wilhelm and Shelley Reed. Bob Kautz, Executive Director, and Deanne Lavalley, Administrative Assistant, were also in attendance.

III. Adjustments to the Agenda

Set tentative dates for In-Person Interviews and Public Hearings for the applicants.
Biennial Budget.
Correspondence from Baxter.

IV. Approval of Minutes

A. Moved by John Bird; seconded by Jana Lapoint and voted unanimously to accept the August 5, 2014, Minutes with the correction of “508 to 504” – MCA Compliance in Section VI. Unfinished Business A. 2.

V. Officers’ Reports

A. Chair

Announced Acadia Academy (formerly All of ME Academy), Inspire ME Academy and Maine Virtual Academy have submitted applications. Review teams collected their copy of the application assigned to them.

August 20, 2014, notification from Baxter of two meetings held outside of the boundaries of the Freedom of Access Law will revamp their policy at their September Meeting.

Baxter developed alternative plans for opening of school since their building construction will not be complete September 2, their opening day. Staff did some creative planning for opportunities for students for those first days to dive them into the mission and vision of the school. Doing it because of the construction, but we think this is a good model for how we want to begin every year.

B. Vice Chair

Pre-opening work with MCA both on site and conference calls.
Media on the Portland School offering of on-line learning.

C. Executive Director

Working with MCA on Pre-opening.

Assisting chairs of review teams putting together their end-of-the year reports

Biennium Budget 2016-2017 (2016 to 2018 years) – no increase in General Fund Budget. Level funded on basis of expense experience. Will send out Budget presented. MCSC will have to defend this budget during the budget process.

FY 2015 Adjustments of fund allotments needs to be done – salaries encumbered for full year during first quarter leaving a deficit for regular General Fund expenditures. Consequently, Special Revenue funds are being used for these expenses. Will make an appointment to discuss with Elaine Babb and MCSC new account specialist, Karen Knyff when she comes on board.

Baxter, Carl Stasio, reported a formal complaint. Discussed with employee, all matters are resolved, situation is closed.

Further discussions with Deb Friedman and Suzan Beaudoin regarding the Role of Authorizer to determine the percentage per-pupil allocation for transportation; holding for charter schools to submit financial data to the Department to provide comparisons.

VI. Unfinished Business – Reports attached.

- A. Moved by Jana Lapoint; seconded by Ande Smith and unanimously voted to approve Baxter Academy for Technology and Sciences End-of-Year Report as written by the Review Team - Chair Jana Lapoint, John Bird, Ande Smith.
- B. Moved by Ande Smith; seconded by John Bird and unanimously voted to approve the Cornville Regional Charter School Monitoring Report 2013-2014 as written by the Review Team - Chair Mike Wilhelm, Jana Lapoint, Shelley Reed.
- C. Moved by Jana Lapoint; seconded by Nichi Farnham and unanimously voted to approve the Fiddlehead School of Arts and Science Monitoring Report 2013-2014 as written by the Review Team – Chair Shelley Reed, Nichi Farnham, Jana Lapoint.
- D. Moved by John Bird; seconded by Mike Wilhelm and unanimously voted to approve the Harpswell Coastal Academy Monitoring Report 2013-2014 as written by the Review Team – Chair Laurie Pendleton, John Bird, Shelley Reed.
- E. Moved by Jana Lapoint; seconded by Nichi Farnham and unanimously voted to approve the Maine Academy of Natural Sciences Monitoring Report 2013-2014 as written by the Review Team – Chair John Bird, Nichi Farnham, Jana Lapoint.

NOTES:

- Performance Indicators – develop realistic targets for school and MCSC that are actually measureable.
 - Smarter Balance integration.
 - Charter Schools share their “proficiency” (i.e. Baxter: Project-based; Cornville: Data)
 - Charter Public Schools – District Public Schools.
 - *Jana Lapoint*: As Shelley already said, Bob has done herculean work to put the reports together.
 - *John Bird*: Collaborating on these reports with Bob is integral and a pleasure.
 - *Bob Kautz*: The number of hours each of you has spent on these end-of-year visits and reports is an outstanding example of volunteerism on your part. A quality job done by a Commission. Sarah Forster has reminded me often, this Commission is about the only one in state government that is as involved and engaged with the business of the Commission’s responsibility. I want to thank you all for your contributions. You are making charter schools move ahead and make Maine proud.
 - *Laurie Pendleton*: It is important to point out that listening to all these reports; they are very different schools from each other and from the typical public district that is available. Promise of the charter schools is doing things differently and giving choice to families and students.
 - *Jana Lapoint*: All of the schools are in the position of needing to refine the performance indicators; now that we all understand more.
 - *John Bird*: Highlights the strength of Maine’s Law – the idea of an authorizing Commission – we have to be responsible because of the way the law was written and the way this Commission was established. It is the way it ought to be in all 50 states.
 - *Shelley Reed*: The law anchors us back to what it is our full responsibility and the people who crafted the law had that vision. It is working; it is a lot of work to make it work; but it does seem to be working. The thoroughness that we have to do.
 - *John Bird*: The one weakness in the law is the funding mechanism. That needs to be dealt with.
 - *Shelley Reed*: How do we move forward with improving the performance measures for all the public charter schools. Up to the Review Teams / Chairs to do it with Laurie’s expertise and the schools experience. Move forward now so the schools can begin to be collecting the data right away now in the Fall for their baseline.
- F. Moved by Jana Lapoint; seconded by Mike Wilhelm and unanimously voted to accept Cornville’s Amended Bylaws approved unanimously on August 6, 2014, by the CRCS Directors. Copy available at <http://www.maine.gov/csc/> under Authorized Schools – Cornville.
- G. Re-visit MCSC – OIT usage for email addresses.
Discussions as to reasonable options and procedures are continuing with OIT staff.
- H. Moved by Ande Smith; seconded by John Bird and unanimously voted to approve Harpswell Coastal Academy’s Revised Performance Measures adopted by the HCA Board August 20, 2014. A copy is available at <http://www.maine.gov/csc/> under Authorized Schools – Harpswell.

VII. New Business

A. Review of process for Review Teams and Chairs and dates.

- Receipt of application – Acadia Academy, Inspire ME Academy, Maine Virtual Academy.
- You have the:
 - Request for Proposal, which gives you the original application.
 - Reviewer's Evaluation Regular or Virtual.
- Reading of the application – 1st reading: what is this all about and then 2nd reading: looking for the details.

Four different sections – Academic, Governing, Financial and Organizational.

Reflected in each of the sections should be the mission and vision of the school. Is it consistent throughout the document; how are they going to deliver the services; applicable laws; etc.

- Other Resources:

Peg Armstrong, DOE Special Services, will review the Special Services section in each of the applications.

Suzan Beaudoin, DOE School Finance Director, reviews the budgets in each of the applications.

- Reviewers use Narrative and Rubric Scoring to analyze the application.

Overall assessment points:

Inadequate = 0

Minimally Compliant = 1-3

Fully Compliant = 4-7

Excellent = 8-10

Do not score each criteria – Score overall for each section.

For the score you assessed: what section and what page did you find the evidence.

Add Narratives on Strengths and then Questions or Concerns.

Your notes will be collected and become part of the public record of the application.

Different views from different Team Members – record your thinking.

Your notes will foster discussion on the evaluation of criteria.

"I saw it this way and you saw it that way."

Numbers are a way to build discussion, when the review team comes

together to talk about what we each saw.

Numbers provide a way to show “I must have missed something;” or “I thought they did a poor job or I thought they did a great job.”

Rubric objective is not to drive consensus.

The review team will make an overall recommendation.

“We think it passed muster and it should go forward – the review team thought they did a good job on the education plans, but *One* didn’t.”

Gives the team member the platform to say where it might be lacking.

As you go through think about:

“Did they answer the mail in this area?”

What were the requirements in statute and in the RFP?

Keep asking: *Did they answer the question or do they just write well?*

The more you document, the easier to formulate questions for the interviews.

As you go through the application, jot down any clarifying questions you have for the interview with the applicant.

We are not debating the merits of their proposal; we are asking them to make us fully understand their intentions.

- Reviewers formulate clarifying questions to be asked at Interview; Teams coordinate prior to the interview.
Applicants cannot provide “new” information to the team.
- Review Team Interview:
 - Instructions for the Applicants,
 - Guidance for the Review Team.

Prior to October 15 Meeting:

Review teams will have read all information.

Team will have had an interview with the applicant.

- **October 15:** Each Team will give a description of the process used, what they found out and start the discussion about: Is this a potential applicant to move forward into the next phase, which is the public in-person interview and public hearing.

This is the date to cut off ill-formed applications. When you come as a group and you say: *We have reviewed it and for this reason(s) we don’t think it should go forward.* The Commission will vote and will rely on what you have reviewed and that application will stop.

Or the application has all the moving parts; we may still have questions or concerns, but it should go forward for everyone to think about with the In-Person Interview and Public Hearing.

➤ Review Team Interviews: Cross State Office Building
111 Sewall Street Augusta

	Acadia Academy	Friday	September 26	9:30 a.m.	RM 600
Please note changed 9/9/14	Inspire ME Academy	Wednesday	October 1	10:00 a.m.	RM 541
	Maine Virtual Academy	Friday	October 3	9:30 a.m.	RM 103 AB

You have access to each of the applications to read each of them – online or a hard copy can be provided.

Pending the 10/15/14 Vote - **TENTATIVE** IN-PERSON INTERVIEWS AND PUBLIC HEARINGS
Chronological Order by date/time:

Applicant	Day/Date	In-Person Interview	Public Hearing	Place
Maine Virtual Academy	Monday, October 27	10:00 – 11:15 a.m.	11:45 - 1:00 p.m.	CMCC Auburn
Acadia Academy	Monday, October 27	1:30 p.m. – 2:45p.m.	3:15 p.m.- 4:30 p.m.	CMCC Auburn
Inspire ME Academy	Tuesday, October 28	10:00 – 11:15 a.m.	11:45 a.m.- 1:00 p.m.	YCCC Wells

Applications, substantively, did they answer or demonstrate what is necessary to give us comfort as a Commission that they should have a charter in this area?

Thursday, November 13, 2014, Final Vote and Contract Negotiation Phase.

VII. New Business

B. Maine Connections Academy
Pre-opening Review
August 20, 2014

September 2, 2014, Commission Meeting

Maine Connections Academy has substantively met all the pre-opening requirements. This was confirmed in the Review Team's on-site evaluation, conducted August 20, 2014 at their office on 75 Robert's Road, South Portland. A subsequent telephone conference was held on Friday, August 22, 2014 to address a handful of administrative items, at which time the Review Team was satisfied that all issues had been addressed.

Enrollment

On opening day of school, September 2, 2014, enrollment numbers met the minimum threshold, with 281 fully-enrolled students. The Review Team noted that due to late enrollments, there were 41 students that did not have their full complement of equipment on opening day, but the school indicated that shipments were in process and they would work with students on a case-by-case basis to mitigate the lack of physical text books, which were available on-line.

Other student materials, such as lab gear, would not be needed in the first few weeks of school.

Teacher

The school had a full complement of teachers, who were in training on the day of the Review Team's visit. In the case of one science teacher, the school was unable to find a suitable candidate that lived in the greater Portland area, which was effectively a requirement in order that they perform their teaching from the school's office. The school hired a temporary science teacher who lived in Fort Kent for a two-month period while the search continued. That teacher trained at the school before opening and her presence in northern Maine had the salutary benefit of providing an on-the-ground resource for parents and students in the region. The Review Team was satisfied that the temporary accommodation did not violate the teaching model of the school and indeed might be of positive benefit overall.

Budget

The school budget was approved by the MCA Board on August 22nd. Those changes reflected a refinement of the budget numbers from its application. The budget appeared sustainable, though the school indicated that during its first year, it would work to maintain some cash reserve and did not budget to make progress on repayment of its debt to Connections Academy, which is required to be liquidated by the end of the third year of operation.

Grants

The approval process for a variety of grants remained in process, though the school reported receiving "substantial" approval pending several admin items. The Review Team deemed that status sufficient for satisfaction of its pre-opening requirements.

Review Team Members

Ade Smith, Chair

Laurie Pendleton

J. Michael Wilhelm

C. Human Resource Strategies:

➤ Creation of Director of Program Management position:

Commission vote to create the position or the service.

Position needs to be pushed forward with the application process.

Position filled by the first of January to have us (MCSC) in a better position for the end-of-the-year reports.

❖ Bob continues to solicit potential individuals or services.

Discussion:

Contract with individual or group who provides these services.

Three parts to (Draft) Job Description:

1. Research/analysis,
2. Administrative - Monitoring,

3. Political – report writing – defensible and understandable.

Sole Sourcing can be done; contracting with no advertising with clear justification for sole source.

No state government position.

NH outsources all of their monitoring and the end-of-year evaluations (Seacoast Collaborative) has contracts with the service and an individual.

Temp Agency – advertise, receives, applications, MCSC reviews applications; who best fits the position.

This position may not be necessarily full-time and not political.

The RFP has clearly defined deliverables.

Need a person, who is going to get their hands dirty – crank out the paper and do the mechanical pieces that are difficult for us to do as volunteers.

Close textual analysis of data.

No political or research sides needed in this position.

The Data collection will be for the whole sector of public charter schools.

After 4 years, the Commissioner has to issue a report to the Legislature and the Governor in regard to the progress of public charter schools, which, as stated in the law, is largely based on the MCSC reports.

➤ Job Description

- ❖ Shelley and Laurie will draft a specific job description for a person or a service.
- ❖ Something to vote on October 15 with materials in advance.

➤ Adjustment to other job descriptions

- ❖ Shelley will redraft Executive Director's and Administrative Assistant's job descriptions.

For further discussion:

- Hiring Process
- Evaluation Process

B. Request for MACS to report on the “*Boards-man-ship*” Workshop: Roger Brainerd:

Friday, November 14, 2014. 8 a.m. – 4 p.m. with lunch.

Michael Klahr Center at UMA; 46 University Drive, Augusta 621-3530.

Maine Association of Non-profits will work with us to do a workshop. MANP's have a “Board Boot Camp.”

Other participants will include:

Catherine Hunt – Starbird Leadership Consultants and Board Member of MeANS.

Marci Cornell-Feist, Andover, Massachusetts has agreed to participate at no cost. Marcie presents at all the national charter school conferences on governance. She has some software for charters to monitor their own performance.

Coming soon: Invite to schools, Agenda.

John Bird, Jana Lapoint, Bob Kautz will attend.

VIII. Other

None.

IX. Announcements

A. Turned in Expense Account Vouchers at the end of the meeting.

B. Next regularly scheduled meeting: **October 15, 2014**. Time: 9:30 a.m.

C. Upcoming Applicant Schedule:

- **September 26 – October 3, 2014**, - Review Team Interview(s).
- **October 15, 2014**, MCSC Business Meeting – review of applications and vote on moving to the In-Person Interview and Public Hearing phase.
- **October 27 – October 31, 2014**, In-Person Interview(s) and Public Hearing(s).
- **November 13, 2014**, - MCSC Business Meeting – review of application(s) and vote on Applicant(s) to negotiate a contract.

X. Public Comment

Vicki Wallack: Breakdown on MCA numbers; provided by Ande Smith.

What districts is MCA drawing from? I have not been able to get it.
Bob has it and will get a copy to Vicki.

Meeting Materials available to the public with agenda on the website or printed copies at the meeting – minimum 7 days prior to meeting date.
For the website, meeting materials submitted a minimum of 9 days prior to the meeting.

If materials are not submitted 9 days prior, those materials will need to be copied for the public – 5 copies of each.

Not a legal requirement to have the materials with the agenda.

XI. Adjourn

Moved by Jana Lapoint; seconded by Ande Smith and unanimously voted to adjourn the meeting at 1:25 p.m.

**Final Report Year Ending June 2014
Baxter Academy for Technology and Sciences
54 York Street
Portland, Maine**

August 2014 Annual Site-visit Report

Baxter Academy for Technology & Sciences – June 12, 2014 – Approved by Commission 9/2/14

1. Introduction

Baxter Academy for Technology and Sciences officially opened their doors with 130 students in 9th and 10th grade coming from 38 Maine towns. Student demographics appear similar to that of many public schools with 17% special needs, 53 % free and reduced lunch and 14 % ELL.

School philosophy promotes innovation where loving to learn and trying new things is part of everyday. It is a school where ethical conduct is expected and exhibited. If behavior is not acceptable, students will say, “We don’t do that at Baxter”. Early on in the year, with guidance from faculty, students developed their own handbook called, “Baxtitation.” This Code of Conduct is inclusive of everyone and defines what it means to be a member of the Baxter student body. Students have commented that they feel safe and that there is an acceptance of all the differences found within the student body. They feel there are no “groups” and no one is ever judged on what they wear, how they look or what they say.

Day one was a highly successful emersion program, conducted by “Rippleffect”, at Fort Williams Park in Cape Elizabeth. The intention of the program was for students to begin developing trust and respect for each other through specific outdoor activities.

The first official day of classes began, literally, with assigned teams assembling all the school furniture. Phase 1 of the facilities 11,000 sq. ft. build out had been completed and approved under much unnecessary public scrutiny. The Certificate of Occupancy was issued on August 26th.

By March of 2014, an additional 4,000 sq. ft. of renovations for Phase 2 was completed providing more space for teaching and learning. Phase 3 renovations, which will provide an additional 6,000 sq. ft. in the basement, is being completed for use in the 2014-15 school year. This space will accommodate 100 new students, for a total student body of 230.

With approximately 85 sq.ft. of space per student, this amount of per pupil space is much less than that found in new school planning. The administration feels this smaller space “promotes interaction across social groups and personal interests, decreasing the appearance of exclusive cliques. These

spaces support collaborative and active learning due to size as well as furniture choices.”

Initially, scheduling was not meeting its intended mission and a very courageous staff spent two full days in workshops successfully redefining how it could be accomplished. Communication sessions were necessary for both students and parents to accept and understand the changes.

Flex Friday has developed into a program that is an integral part of the overall success of the first year. The students exclaim and praise the work done in Flex Friday. Many visitors come to Baxter on Friday’s to observe students involved with fascinating group projects.

Communication occurs on a regular basis between faculty, students, administration and parents. Parents and students report that teachers and administrators are always available. Students have accepted and understand the responsibilities of open campus privileges. The parents are very enthusiastic about the Student Led Conferences. Students shared comments that they learned a great deal from preparing for these meetings. Also to be noted, every incoming student met with a faculty member, administrator or received a home visit before attending Baxter.

Outreach to the community has been extensive as exhibited with the financial gifts (\$600,000), in-kind donations and business partnerships established. Additionally, individuals and leaders from the community have been invited to visit the school and see the student and staff actively engaged in learning. The academic staff is highly credentialed and ten new staff members will be added to accommodate the incoming class. There is also a waiting list of students in grades 9 and 10. The administration has designed a new organizational framework which will be sent to the Board for final approval this fall.

2. Process for Monitoring the Public Charter School

The Maine Charter School Commission established a visiting review team of three members, Jana Lapoint, Chair, Ande Smith and John Bird. Also present were Robert Kautz, MCSC Executive Director, and Peg Armstrong, from the DOE Division of Special Education.

The Commission team conducted two scheduled on-site visits on November 7, 2013 and June 12, 2014. Along with the visits, the review team received many paper documents as part of the review. These documents were delivered prior to the visit, on the day of the visit, and subsequent to the visit, but prior to the development of this report. A list of documents provided by the school as part of this report is available from the MCSC office.

Section 3: Charter Commission Annual Report on Baxter Academy's Performance Indicators August 2014

Outcome is designated by color.

Indicator and Measure	2013-2014 Targets	Documented Results Reported	Notes from Monitoring Visits	Outcome
<u>Student Academic Proficiency</u> <i>Measure 1: Proficiency on State Assessments in English language arts.</i>	<i>Establish Baseline and target of the percentage of students scoring at "proficiency" or above on state assessments in English language arts.</i>	Baseline will be established in year 2 using year 1 results.		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Student Academic Proficiency</u> <i>Measure 2: Proficiency on State Assessments in math.</i>	<i>Establish Baseline and target of the percentage of students scoring at "proficiency" or above on state assessments in Math</i>	Baseline will be established in year 2 using year 1 results.	Science will need to be an added curricular category.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Student Academic Proficiency</u> <i>Measure 3: Proficiency on school selected standardized test in reading.</i>	<i>Establish baseline using NWEA in reading, PSAT and Readistep.</i>	On the NWEA 86.5 % of Freshmen students and 88.2 % of the Sophomore students scored in the Average & Above Average percentile ranges on the spring, 2014 assessment of math. 57.8 % of the Freshmen scored at or above the Norm Grade Level Mean RIT, as did 84.3 % of sophomores. On the PSAT 53.8% are on track to be college and career ready, compared to 39.1% nationally. On the Readistep 73% of the Freshmen performed at or above the expected in Critical Reading, and 80% at or above what is expected in Writing, as compared to the Comparable Group.	There was a single administration of the NWEA: the school plans to administer the NWEA twice of the next years. The PSAT was administered to 52 sophomores; their score on average was 47.69 for Critical Reading and 46.85 for Writing. The College Board Readistep was administered to 66 Freshmen; their mean score was 4.6 out of 7.0 for Critical Reading and 4.0 out of 7.0 for Writing Skills.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

Indicator and Measure	2013-2014 Targets	Documented Results Reported	Notes from Monitoring Visits	Outcome
<u>Student Academic Proficiency</u> <i>Measure 4: Proficiency on school selected standardized test in math.</i>	<i>Establish baseline using NWEA in math, PSAT and Readistep.</i>	<p>On the NWEA 67.6 % of Freshmen students and 80.4 % of the Sophomore students scored in the Average & Above Average percentile ranges on the spring, 2014 assessment of math. 57.8 % of the Freshmen and 72.6 % of the sophomores scored at or above the Norm Grade Level Mean RIT.</p> <p>On the PSAT the composite score was 141, which is 8 points higher than the College ready benchmark of 133.</p> <p>On the Readistep 69% of the Freshmen performed at or above the expected in Math, as compared to the Comparable Group.</p>	<p>There was a single administration of the NWEA: the school plans to administer the NWEA twice in the next years.</p> <p>The PSAT was administered to 52 sophomores; their score on average was a 47.62 for Math.</p> <p>The College Board Readistep was administered to 66 Freshmen; their mean score was 4.0 out of 7.0 for Math.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Student Academic Proficiency</u> <i>Measure 5: Proficiency on school designed assessment program measuring Maine Learning Results.</i>	<i>Year One: Establish Baseline.</i>	<p>In grades 9 and 10, BA students will demonstrate proficiency of Common Core/Maine Learning Results from NWEA's MAP (which compares NWEA RIT scores to Maine proficiency levels). This year's scores will be the baseline to measure the target of 2 % growth in students reaching proficiency on all measures of academic performance.</p>	<p>School is tracking student performance using a proficiency-based assessment system through-out the 2013-2014 school year and is prepared to provide student achievement data beginning in year two.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

Indicator and Measure	2013-2014 Targets	Documented Results Reported	Notes from Monitoring Visits	Outcome
<u>Student Academic Proficiency</u> <i>Measure 6: Student Portfolio</i>	<i>80 % of students will show that they have met 80 % of their Individualized Learning Plan by the end of each academic year, documented by student portfolios and assessment records and reviewed at annual student portfolio conferences.</i>	94.7 % of Baxter students created digital portfolios as the foundation of the Student-Led Conference process in the 2013-14 school year.	Examples of the portfolios are available on request at the school.	<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Student Academic Growth</u> <i>Measure 1: Growth on State Assessment and value-added normed individual and group assessment for English and math</i>	<i>Establish Baseline for year 2 measure .Benchmarks established for each student, target is one year's growth.</i>	<p>School did not participate in state assessment program, baseline will be established for year 2.</p> <p>On the NWEA at least 80% of students will perform at least 2% above RIT Growth norms on all areas of achievement assessed.</p>	NWEA administered once, next year it will be administered twice to show growth during the year.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Achievement Gaps</u> <i>Measure 1: Gaps in proficiency and growth between major student subgroups on Maine State Assessment.</i>	<i>Establish Baseline for year 2 measure, analyzing gaps in proficiency and growth found in SAT, PSAT, NWEA, and student portfolios.</i>	School did not participate in state assessment program, baseline and agreed growth target will be established for year 2.		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Student Attendance</u> <i>Measure 1: Average Daily Attendance Rate</i>	<i>An attendance rate at least 1 % above the state average for attendance, with a simultaneous goal of having rates at or above 94 %.</i>	Percent in attendance for 2013-14 full year was 96.8 %.	State average not available but has been in the 94 % range for a number of years.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Student Enrollment</u> <i>Measure 1: Student re-enrollment from one year to the next</i>	<i>90% of students enrolled on last day of school indicate intent to return the following school year</i>	91.1 % have re-enrolled.	There were 139 students in total, 9 left during the year, 3 are not returning, and 127 re-enrolled.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Student Enrollment</u> <i>Measure 2: Continuous Student re-enrollment for multiple years.</i>	<i>90% of students will maintain continuous enrollment for multiple years.</i>	N/A		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

Indicator and Measure	2013-2014 Targets	Documented Results Reported	Notes from Monitoring Visits	Outcome
<u>Post-Secondary Readiness</u> <i>Measure 1: Federal Graduation 4-year Adjusted Cohort Graduation Rate (ACGR)</i>	<i>Not Applicable</i>	N/A		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Post-Secondary Readiness</u> <i>Measure 2: Maine determined graduation rate as determined under Title 20-A MRSA, section 5031, and subsection 1.</i>	<i>Not Applicable</i>	N/A		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Post-Secondary Readiness</u> <i>Measure 3: Percentage of students completing dual enrollment courses</i>	<i>Not Applicable</i>	N/A		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Post-Secondary Readiness</u> <i>Measure 4: Percentage of students scoring at or above state average on SAT.</i>	<i>51 % Percent of students will score at or above the state average on SAT test</i>	N/A		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Post-Secondary Readiness</u> <i>Measure 5: Enrollment in post-secondary institutions</i>	<i>Not Applicable</i>	N/A		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Post-Secondary Readiness</u> <i>Measure 6: Outcomes for students not attending post-secondary institutions.</i>	<i>Not Applicable</i>	N/A		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Financial Performance and Sustainability</u> <i>Measure 1: Governance board reviews budget and makes appropriate adjustments to ensure school remains financially healthy.</i>	<i>Governance board and/or financial committee review budget on a quarterly basis at a minimum.</i>	From Board Minutes: Treasurer's Report August 13, 2013 November 12, 2013 January 15, 2014 February 11, 2014 March 11 2014		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

Indicator and Measure	2013-2014 Targets	Documented Results Reported	Notes from Monitoring Visits	Outcome
<u>Financial Performance and Sustainability</u> <i>Measure 2: School conducts an external audit.</i>	<i>Quarterly financial reports and end of year audit are available to authorizer.</i>	The quarterly reports were available. Variance between budget and actual revenue and expenditures exceeded a +/- 10 %.	<p>Audit has been arranged and will be completed in the fall of 2014.</p> <p>Revenues were unexpectedly higher than anticipated. There is a cash balance of just under \$300K at end of fiscal year . \$ 600K was raised during the year.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Governance Board Performance & Stewardship</u> <i>Measure 1: Governance Board operates in a transparent, responsible, and legally compliant manner.</i>	<i>Governance Board holds public meetings with posted agendas and minutes.</i>	<i>Minutes are available on Website.</i> <i>By-laws and policies developed and being reviewed for formal Board adoption. Board has met frequently.</i>	<p>Minutes are posted as soon as possible. The minutes are listed under “News” on its website. Agendas were not found.</p> <p>Board is reviewing its freedom of access policies and practices to assure compliance with the law. All Board members completed freedom of access training.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Governance Board Performance & Stewardship</u> <i>Measure 2: Governance Board provides oversight of school leadership team.</i>	<i>Board conducts an annual evaluation of school leadership.</i>	Board considering new alignment of leadership team based upon first year review.		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Adequacy of Facilities Maintenance in Support of Program</u> <i>Measure 1: School facilities meet educational and health and safety standards, and are maintained, clean and cost efficient.</i>	<i>Board certifies that the facilities meet educational and health and safety standards. Are clean, maintained and efficient regarding costs.</i>	Inspection reports were provided. Cleaning and maintenance logs are kept.	Facility was in good order during June 5 th end of year visit .This was also observed during unscheduled visits and the 90 day review.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

Indicator and Measure	2013-2014 Targets	Documented Results Reported	Notes from Monitoring Visits	Outcome
<u>Adequacy of Facilities Maintenance in Support of Program</u> <i>Measure 2: Capital improvement plan</i>	<i>An updated 1-3-5 plan for capital improvements is available.</i>	A Building Committee for planning exists and meets every two months. The plan's Phase 1(original renovation) was completed for the opening of school. Phase 2 (2 additional classrooms, consultation room, conference room, and 6 administrative offices) was completed during the 2013-14 school year. Phase 3, a build out of the basement area, is presently being done to accommodate an additional 100 students for the 2014-15 school year. There are no firm plans for future space for planned growth of an additional 90 students in the 2015-16 school year.	Board minutes indicate capital development plan has been approved for first three phases. The school has only 85 Sq.Ft. per student and yet has adequate space for collaborative and active learning, where students are known and safe.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Transportation & Food Service</u> <i>Measure 1: Record of costs and student utilization of food service.</i>	<i>School reports on costs and student participation.</i>	Lunch services are available to any student at a cost of \$4 per day. Arrangements are made with two local providers who prepare a fresh lunch based upon orders placed a week ahead and delivered daily. 2600 +/- lunches were served to 25% percent of the participating students. Baxter has also provided 2083 lunches free to students eligible for free and reduced price meals. This costs over \$8000.	Baxter does not participate in any state/federal food service programs. Breakfast is not served.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

Indicator and Measure	2013-2014 Targets	Documented Results Reported	Notes from Monitoring Visits	Outcome
<u>Transportation & Food Service</u> <i>Measure 2: Record of costs and student utilization of transportation service.</i>	<i>School reports student survey of transportation, costs and student usage.</i>	Baxter has a busing contract and provides three routes. Results of student survey were positive, however school acted assertively to address concerns that were expressed in survey results.		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>School Social and Academic Climate</u> <i>Measure 1: Instances of bullying, harassment, or other abusive practices.</i>	<i>1. Bullying and Harassment Policy spelled out clearly in Student, Faculty, and Family Handbook. 2. Establish baseline of incidents of per student bullying.</i>	1. Policy in Student Handbook 2. Baseline to be established and data to be collected twice a year and analyzed to minimize behavioral issues and determine necessary intervention.	Students and parents report an inclusive environment that is supportive of all students. Students report there are no cliques at the school and that students generally get along well with each other.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>School Social and Academic Climate</u> <i>Measure 2: Family and Student Satisfaction</i>	<i>Administration of a climate survey administered in-house.</i>	On June 9-10 a satisfaction survey (ASCD 2014 School Climate Survey) was administered to teachers, parents and students, addressing safety, teaching and learning interpersonal relationships and institutional environment. Surveys each year will be analyzed.	A summary of the survey results was given as well as the raw data. A strongly positive and consistent trend across each stakeholder group indicates that a healthy school climate that supports learning exists. The results will be compared to national data. Information about the Student Judiciary Board information was provided. The Judiciary Board is responsible for holding members of the school community accountable for violating the school norms explained in the Baxtitution.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Parent and Community Engagement</u> <i>Measure 1: Parent and family Participation in school sponsored activities including volunteer and fundraising activities.</i>	<i>Parent participation in volunteer, fundraising activities will be measured and a goal set after first year.</i>	Data collected and baseline established with goals for improvement. 100% participation is the goal. Data of participation and amount of time contributed is kept.	The school has an active and involved parent advisory association, Friends of Baxter, which meets monthly.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

Indicator and Measure	2013-2014 Targets	Documented Results Reported	Notes from Monitoring Visits	Outcome
<u>Parent and Community Engagement</u> Measure 2: Parent Communication Systems	<i>Regular and clear communications between school and parents regarding operations of the school and their children.</i>	Goal is to send, at a minimum, monthly communication to parents by e-mail, and/or web-posting to advise them of school happenings and important upcoming dates and decisions. Evidence of frequent and relevant communication was presented.	Weekly, or even more frequently, newsletter from Head of School is provided to parents. Faculty communicates frequently with parents. Parents indicated during interviews that communication between school and home was excellent and saw it as a strength of the school.	<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Parent and Community Engagement</u> Measure 3: Parent participation in their children's education.	<i>Family participation in Student Conferences.</i>	Parent/student conferences are held twice a year and content of conference documented. Data is kept to use for increased participation.	In the first year there was one conference with 100% participation and a student project demonstration. Next year there will be two parent /student conferences	<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Parent and Community Engagement</u> Measure 4: Partnerships with community organizations, representatives and non-charter public schools.	<i>Baxter will document a portfolio of corporate and community partners aiming to increase the number and depth of engagements.</i>	Data presented and partnerships include: Riverview Martial Arts; The Telling Room; The Space Gallery, Build-A-Biz, Casco Bay Tech Hub, Maine Inside Out, MECA< WMPG/Blunt Youth Radio & Local Motives, Rippleffect, Maine Yacht Service.		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

Summary

<i>Indicator</i>	<i>Meets Contract agreement</i>	<i>Partially meets</i>	<i>Does not meet</i>
Student Academic Proficiency		X	
Student Academic Growth	N/A		
Achievement Gaps in proficiency and growth between major student subgroups	N/A		
Student Attendance	X		
Recurrent Enrollment from Year to Year	X		
Postsecondary readiness	N/A		
Financial Performance and Sustainability	X		
Governance Board Performance and Stewardship	X		
Adequacy of Facilities Maintenance in Support of Program	X		
School Social and Academic Climate	X		
Parent and Community Engagement	X		

3. Commendations

- Both the board and administration should be commended for their dedication, devotion and hard work in overcoming obstacles to successfully launch the School.
- Both the board and administration identified administrative infrastructure issues in year one and applied that experience to modify the administration model going forward.

- Forging an exceptionally strong communication system between the home and school, one of the anchors being the student-led conferences.
- Actively seeking and supporting the engagement of parents in the life of the school. A big challenge considering that families are drawn from 38 communities over a wide geographic area.
- Flex Fridays have become a rousing success.
- A strong financial performance and outlook.
- Student involvement with developing their own “Baxtitution” Code of Conduct.
- Campus where everyone is welcomed.
- Creative and innovative opening of school using resources of “Rippleeffect”.
- Revising policies to update transparency in meeting “Freedom of Access” information.
- Creating an environment where a desire to learn is apparent.
- Respect and tolerance by students for differences within the student body.

4. Recommendations

- Stick with the new administrative model and make it work. The keystone is investing overall administrative authority in the Head of School. She is responsible for creating the team, and while some responsibilities are delegated, is its leader.
- Absolutely essential that the board grow and in so doing recruit new members who can complement the current skill sets. People with strong fundraising and business ties in the community should be a priority.
- The board was necessarily hands-on in the run-up to opening the School and throughout its first year of operation. Now is the time to pull back to being a policy-making and oversight body, with the exception of its fiduciary role, especially in the fundraising and partnership development areas.
- Be more realistic about how much the academic program can absorb in encouraging students to pursue their dreams. Expectations about the number of projects the students could pursue were raised a bit too high in year one and fueled some disappointment.
- The monthly agenda should be posted as well as all board policies on web site.
- Evaluation of Director should be done yearly by the Board.

- **Develop a plan for what the next expansion will look like if the additional 90 students complete the 8-12 grades.**
- **Staff training in how to evaluate NWEA, Redistep to best support students.**
- **Although it was evident that many volunteer hours had been given to Baxter, it would be helpful if these could be documented.**

Summary

Baxter has completed its first year and as it was stated earlier in the year, “It doesn’t get much better.” They have had an exceptional year. Students and parents sing nothing but praises of the school. Students are excited to come every day and the parents have seen changes and growth in their children never expected.

Teachers are well educated and anxious to help students share their excitement of learning and teaching. The administration is creative and willing to make changes whenever necessary. The curriculum is always evolving to meet the needs of the students. The board and administration are constantly reaching out to the community to bring them closer to the programs at Baxter.

Although the financial picture is strong, Baxter does carry a heavy burden with its building lease. The location of the school is excellent but it does pose financial concerns for the future of Baxter.

The board must consider more members to continue the exceptional work they have already done. (It is noted that on the day of the review the Board did present resumes for candidates to serve on the board and is in the process of voting on these individuals.)

This coming year should bring many exceptional advances in how students learn and grow.

Review Team Members:

Jana Lapoint, Chair

Ande Smith

John Bird

**MONITORING REPORT
CORNVILLE REGIONAL CHARTER SCHOOL
AUGUST 2014**

August 2014 Annual Site-visit Report
Cornville – May 29, 2014 – Approved by Commission 9-2-14.

1. Introduction

The Cornville Regional Charter School was the first charter school to open in Maine in the Fall of 2012. It received notice of its charter school status on July 31, 2012 and opened its doors on October 1 of that year with an enrollment of 60 students grades K-6. Cornville is located in central Maine and is adjacent to Skowhegan, Canaan, Solon, East Madison and Athens. Currently the school serves students from 8 neighboring communities including Smithfield, Palmyra, and Norridgewock and has an enrollment of 87 students in grades K-7. This 2013-14 school year was a full 175 student year.

2. Process for Monitoring the Public Charter School

The Maine Charter School Commission established a visiting review team accompanied by the NCSC Executive Director, Department of Education Special Education Personnel. The Commission team conducted an announced on-site visit on May 29. The review team held interviews with school leadership, staff, students, parents and community, and governing board. They also review available data provided by the school. Documents provided by the school are available from the Maine Charter School Commission office. Additional data was collected from the Maine Department of Education website.

Information gathered from documents, interviews, and on-site observation was used to determine the extent to which the school has met their contracted performance targets.

3. Charter School Commission Annual Report on Performance August 2014

Indicators/measures	2014 targets Negotiated in Contract	Documented Results Reported	Notes and Comments From visit	Outcome
Student Academic Proficiency: State Assessments	3% increase proficiency on NECAP Reading and Math	See addendum		<u>M</u> PM DNM
Student Academic Proficiency: School Developed Assessments	80% will master all PLP Performance Indicators 10% will master 75%; 10% will master 50%	62% met all indicators 36% met 75%-99% 2% met 50%-74%		M PM <u>DNM</u> <u>DNM</u> <u>M</u>

	Unit tests for Math based on MLR/Common Core standards	No Data		
Student Academic Growth: value added Nationally normed Individual and group Assessments or Equivalent for English and Math	NWEA given Pre/post (midterm for struggling students) to show 3% increase DRA to be given 2 times a year	See addendum Singapore Math program Students found to be 1 -2 years below grade level. See addendum		<u>M</u> PM DNM
Established benchmarks for each student	Each student Will have PLP		Each student has PLP	<u>M</u> PM DNM
Rubric Specific to Charter school				<u>M</u> PM DNM
Achievement gaps In proficiency and Growth between major student subgroups using ESEA based system	Chart population To identify sub-Groups: goal = 4-5% growth Agreement to Review goals Annually with Authorizer State date used As comparison			<u>M</u> PM DNM
Student Attendance				
Average Daily Attendance rate	94% School data Compared to state average/ Comparison band	94%		<u>M</u> PM DNM

Indicators/measures	2014 targets Negotiated in Contract	Documented Results Reported	Notes and Comments From visit	Outcome
Individual student Attendance rate		No data		M PM DNM
Unexcused absences	Process for excused Absences	No data: Policy for absences to be revised for '14-'15 to ensure parent contact for every absence.		M PM <u>DNM</u>
Recurrent enrollment From year to year	Enrollment Records: 90% target; Establish exit Interview	78%		M PM <u>DNM</u>
Continuous enrollment For multiple years	N/A			M PM DNM
Post Secondary Readiness	N/A			
Graduation rate	N/A			M PM DNM
Success in dual Enrollment courses	N/A			M PM DNM
SAT or ACT scores	N/A			M PM DNM
Enrollment in post- Secondary schools	N/A			M PM DNM
Student employed full time or enlisted	N/A			M PM DNM
School Social and Academic Climate				
Instances of bullying, Harassment or other Abusive behaviors	No target	1 reported behavior incident		<u>M</u> PM DNM
Confidential surveys Parents, staff, students Regarding social and Academic climate		January 2014 survey: lower scores on safe environment, child likes going to school. Higher scores on parent respect /welcoming teachers	Parents reported positive relations with Teachers.	<u>M</u> PM DNM

Indicators/measures	2014 targets Negotiated in Contract	Documented Results Reported	Notes and Comments From visit	Outcome
Emotional/social growth Of students			Students positive about school environment And student ability to craft individual programs.	<u>M</u> PM DNM
Financial performance And sustainability	Monthly Financial reports reviewed by Governing board 5% variances flagged for special review	Budget shows balance and sustainability \$200,000 Federal grant awarded to school .		<u>M</u> PM DNM
Governance Board Performance and Stewardship	Public Accountability, Transparent, Responsive, Legally compliant Oversight of Leadership team		Board very active: Forms & policies, inclusive, Responsive, compliant Oversight very evident	<u>M</u> PM DNM
Adequacy of facilities Maintenance in support Of program	Actual facility cost Room utilization Maintenance Request log, Capital improvement plan	Capital Improvement plan: Roof leaks Patched, work in progress on library/art rooms and parking. Evidence of building committee meetings		<u>M</u> PM DNM
Transportation and Food Service	As planned stated in contract	Issue with behavior on bus: documentation of action applied, change is role of bus monitor, assembly to address behavior		
Educational Partnerships in community		All students Have participated In community service. No funding for Americorp community service coord Food program is in partnership with the community	Students positive about community service	<u>M</u> PM DNM

Indicators/measures	2014 targets Negotiated in Contract	Documented Results Reported	Notes and Comments From visit	Outcome
Parent Communication systems		Surveys, letters To parents Principal blog		<u>M</u> PM DNM
Parent participation in child's Education and Operation of school		Parent involvement Committee active PTF active; participate in PLP plan; conferences	attend Board meetings Teacher/ parent communication strong	<u>M</u> PM DNM
Other requested information				M PM DNM

Summary

Indicator	Meets contract agreement	Partially meets	Does not meet
Student Academic proficiency			
Student Academic Growth			
Achievement gap in proficiency And growth between major Student subgroups			
Student Attendance	X		
Recurrent enrollment			X
Post Secondary readiness	N/A		
Financial Performance and sustainability	X		
Governance Board Performance And steward ship	X		
Adequacy of Facilities Maintenance in support of Program	X		
School Social and Academic Climate	X		
Parent and community engagement	X		

4. Commendations

- A. CRCS is to be commended for making application to and receiving a federal charter school grant in the amount of \$200,000 for 3 years to assist in technology and professional development.
- B. The Governing Board has created an atmosphere of inclusivity in which staf and parents feel appreciated and heard on issues.
- C. Staying true to its mission and vision, the school offers teachers the opportunity to think outside the box and have flexibility.

- D. CRCS has continued to create student interest sessions which students really love bringing in parents and community members to conduct the sessions.
- E. Administrators and staff have created a welcoming atmosphere to parents being readily available and providing information through weekly newsletters , facebook, blog, and meeting minutes on the website.
- F. Special education staff is increasing by a .5fte teacher and the school is providing training in special education law.
- G. Recognizing the need for staff teamwork and communication , the school is providing time on Wednesday afternoons in the 2014-15 school year.

5. Recommendations

- A. As the Board transitions from founding members to new members, it is recommended that members receive copies of the CRCS contract, including the application and performance framework..
- B. The Board would benefit from board training and from developing a self-evaluation instrument to review information and data to examine the success of the school.
- C. Address a parent group request for greater timeliness in calendar and event planning with formal written communication.
- D. Review the PLP development to determine whether the goals are proficiency based.
- E. Redefine academic performance target to better align with the metrics of each assessment used.

6. Closing Summary

Following the May Monitoring site visit and review of the documentation provided by the members of the Maine Charter School Commission and DOE Special Education office, the team consensus is that the Cornville, Regional Charter School is demonstrating its mission to create a safer, respectful, nurturing and active learning community where every child is given the opportunity to thrive academically, to be accepted, to celebrate accomplishments and to develop a lifetime love of learning.

Looking at the academic assessment data against the targets set by the school presents an interpretation challenge. The NECAP target was a 3% increase in proficiency in reading and math. Data shows 54% of students moving up a proficiency level in reading and 61% in math. At the same time, last year 92% of the students showed growth on the assessment and this year 73% showed growth. It is unclear how to interpret this against the target. NWEA data showed an 8% growth in the number of students at the 50th percentile. If the 50th percentile is the baseline for growth, then the 3% target was exceeded. The target that 80% of students meet their PLP goals was not met and DRA data showed a 19% decrease in the number of students showing progress in the absence of a DRA performance target.

Given that each test assesses something different and that there have only been two years of comparative data available, it makes sense to acknowledge the information provided as indicative of the variability of student and school progress year to year and wait for future data to draw more meaningful conclusions. The assessment results definitely show that students are succeeding academically at CRCS to varying degrees and the school's response to the assessment results has been comprehensive and thoughtful.

Addendum

NWEA math data showed that 88% of the students had growth in RIT scores. 44% met or exceeded their growth target, 55% were within 1 point of meeting their target and 50% were within 2 points. **NWEA reading** data shows 88% of student having growth in RIT Scores between fall and spring. 64% met or exceeded their growth target, 71% were within 1 point of meeting the target and 77% were within 2 points. Data shows 8% growth in the number of students at or above the 50th percentile

NECAP data showed 28 students tested in both '12 and '13. In reading 15 students (54%) made 1 years growth. 6 of the 28 students moved up a proficiency level , with 17 remaining at the same level. In math 17 students (61%) made a year's growth. 6 students moved up a proficiency level, while twenty remained at the same level.

DRA data shows that of the 90 students assessed, 3 students regressed, 21 stayed flat, and 66 made progress. 56 students are at grade level. Last year 56 of 61 students made progress equaling 92% growth, while this year it is 73 % of the students who showed progress.

Review Team Members:

J. Michael Wilhelm, Chair

Jana Lapoint

Shelley Reed

Monitoring Report

Fiddlehead School of Arts and Sciences

August, 2014

August 2014 Annual Site-visit Report
Fiddlehead – June 10, 2014 – Approved by Commission 9-2-14.

1. Introduction

Fiddlehead School of Arts and Sciences opened its doors on September 3, 2013 for preschool, kindergarten, first graders and second graders serving 42 students. Located at 25 Shaker Road in Gray, Maine first year students were from eighteen communities.

The Charter School is designed to be based on the Reggio Emilia philosophy with place based, multiple intelligences, art integration and inquiry based learning. Jacinda Cotton-Castro is the Principal.

Throughout its first year students have been observed to be excited, and able to share what they are learning, including Spanish. Student work is evident everywhere on tables, on walls. Displayed with work on shapes were drawings and statements such as, “a triangle is just a triangle until you give it a tiara and long hair and then it becomes a princess.” Students share that at this school kids are kind and gentle. Parents love the school and what it has done for their children. They have been guided by the administration to see themselves not as fundraisers but integral partners focusing on creating a sense of community.

Teachers in this first year have been working to maintain the Reggio Emilia philosophy and be able to translate what they know and observe about students into proficiency on standards maintaining program integrity while demonstrating a state compatible assessment system. Teachers reported that the most exciting aspect of their work in this first year was the progress of the students, the organic learning under the philosophy. One teacher commented that, “it feels like life” when learning occurs in the building and out into the community.

Fiddlehead identified special education students quickly as school opened necessitating the hiring of additional personnel. The special education director and teacher are working to bridge the regulations of special education with the philosophy of the school, trying different approaches and making adjustments based on the needs of students.

The Governing Board has gone through many firsts, continuing to develop policies, procedures, problem solving, fundraising and at the end of this first year taking part in strategic planning using the Planning Ahead tool. The Board feels that this first year has been a success-“The school is financially on target, you see smiling faces, kids are busy and there is a vibrant teaching staff.”

2. Process for Monitoring the Public Charter School

The Maine Charter School Commission established a visiting review team accompanied by the MCSC

Executive Director, Department of Education Special Education Personnel. Members of the review team were Chair, Shelley Reed, Jana Lapoint and Laurie Pendleton. Laurie was reassigned whereby Nichi

Farnham replaced her on the Review Team. The Commission team conducted 2 announced on-site visits during the 2013-2014 school year. The dates of the visits were November 19, 2013 and June 10, 2014.

Representatives of the review team were also present for opening day and the 2013 lottery on March 28, 2013 and the 2014 lottery, March 5, 2014 of students.

The review team held interviews with school leadership, staff, students, parents, community and governing board. They also revieweded available data provided by the school. Documents provided by the school are available from the Maine Charter School Commission office. Additional data was collected from the Maine Department of Education website.

Information gathered from documents, interviews and on-site observation was used to determine the extent to which the school has met their contracted performance targets.

**Section 3: Charter Commission Annual Report on Fiddlehead School of Arts and Sciences Performance Indicators
August, 2014**

Indicator and Measure	2014 Targets negotiated in the Contract	Documented Results Reported	Notes and Comments from Monitoring Visits	Outcome
<u>Student Academic Proficiency:</u> State Assessments	Percentage of (age 8/gr 3 and above) at proficiency level will increase by 3% on NECAP (on Smarter Balance in the future)	DNA in 2013-2014 as no grade 3 students	In preparation for student participation and reporting as school grows and grades added	<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Student Academic Proficiency: School developed assessments	Local assessment Pearson Work Sampling system	October 2013, March 2014 documentation, year- end data In categories of personal & social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development and health	Reported process and training for working with Pearson work sampling system	X Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Student Academic Growth:</u> Value added nationally normed individual and group assessment or equivalent for English and Math	Literacy, math and science - 80% of students will meet or exceed, 10% will achieve 75%, 10 % will achieve 50%	2013-2014 year end assessment data results for Benchmark year Pre-K Literacy Nov to June 28.6 % to 100% proficient Pre-K Math Nov to June 7.1% to 92.9% proficient Pre-K Science Nov to June 21.4% to 100% proficient K Literacy from 40% to 92.3% proficient K Math from 0% to 84.6% proficient K Science from 0% to 76.9% proficient Gr 1 Literacy 40% to 100% proficient Gr 1 Math from 80% to 66.7% proficient 33.3% in process Gr 1 Science 0% to 100 % proficient Gr2 Literacy from 63.6% to 83.3% proficient Gr 2 Math from 0% to 58.3% proficient 41.7% in process Gr 2 Science from 0% to 8.3% proficient 91% in process	Grade K-2 raw data received. Student work evident on tables, and walls	X Meets In Grades Pre-k, K, Gr 1 in Literacy and Science and Gr 2 in Literacy <input type="checkbox"/> Partially Meets X Does Not Meet for Gr 2 Math and Science

Indicator and Measure	2014 Targets negotiated in the Contract	Documented Results Reported	Notes and Comments from Monitoring Visits	Outcome
Established Benchmarks for each student		Individual student targets established in learning plans and collected in portfolio		X Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Rubric specific to charter school		DNA		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Achievement Gaps in proficiency and growth between major student subgroups using ESEA-based system	Goal of 4-5 % growth in identified Students	Benchmark year		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Student Attendance				
Average Daily Attendance Rate	94% attendance target	Maine Department of Education attendance reporting portal data verification of 94% attained female, 95% male		X Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Individual Student Attendance Rate		Data not collected statewide-not available	Reported by teacher that a student who previously hated to go to school of residence said," now I can't wait to go to school" demonstrating major changes	<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Unexcused Absences	Process to be created for working through unexcused and excessive absences	Need plan	To date excessive absences have not been a problem	<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Recurrent enrollment from Year-to-Year				
Student re-enrollment from one year to next	90% target	Documentation verification email July 29, 2014 demonstrated 89% attainment FSAS Year End Enrollment Statistics 2013-2014.doc		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Continuous enrollment of students for multiple years		FSAS Year End Re-enrollment Statistics demonstrated in first year 89%		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

Indicator and Measure	2014 Targets negotiated in the Contract	Documented Results Reported	Notes and Comments from Monitoring Visits	Outcome
Post-Secondary Readiness				
Graduation Rate	DNA			<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Success in Dual Enrollment Courses	DNA			<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
SAT or ACT scores	DNA			<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Enrollment in post-secondary institutions	DNA			<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Students employed full-time or enlisted	DNA			<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
School Social and Academic Climate				
Instances of bullying, harassment or other abusive behavior	Reports of actual or suspected bullying, harassment or other abusive practices	Behavior Certification 2014.xls emailed July 29, 2014 verified no reported incidences of bullying, harassment or other abusive practices	In class observation students stated that at this school kids are kind and gentle	X Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Confidential surveys of parents, staff and students regarding social and academic climate	School survey and State survey Participation	Fiddlehead School Family & amp; Student Survey 2014 provided in Yearend documents notebook	Governing Board has created action items presented June 30, 2014 Parent Survey Action Steps with 15 items	X Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Emotional, social growth of students	Survey	Survey completed	Youngest children reported answers with a smiley or a frown face	X Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

Indicator and Measure	2014 Targets negotiated in the Contract	Documented Results Reported	Notes and Comments from Monitoring Visits	Outcome
Financial Performance and Sustainability	Monthly financial reports Item flagged when 5% variance for board	Fiddlehead School Balance sheet as of May 31, 2014 Profit & Loss Budget vs. Actual July 2-13 through May 2014	Received documents in year-end notebook	X Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Governance Board Performance and Stewardship	Monthly meetings Review of bylaws and policies, Increase of Governing Board membership	Board minute in year-end notebook provided Minutes posted on website	Board and Staff participation in self-evaluation resulting in Planning Ahead Notes and action steps on what worked well and what needs to change to make the school even better Board consideration of additional members with expertise in law, fundraising, HR. Board forming subcommittees and assigning work tasks.	X Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Adequacy of Facilities Maintenance in Support of Program	Quarterly Building Committee meetings Cleaning log	Year-end notebook cleaning grid and log, floor plan	Plan for building renovations and expansion, tour of school and walked through new floor plan for 2014	X Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Food Service	DNA			<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Transportation	As outlined in the application	Year-end notebook transportation from 32% student usage in the am, 38% student usage in the pm. No new pick up/drop off sites added	Looking into bus acquisition	X Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Educational Partnerships in the Community	Partner with community organizations	Year-end notebook field trips to Libby Hill, Orchard, Animal park,Alpacca Farm, Transfer Station,Planetarium,Pineland,Artic Museum, Six Rivers Boat Building,KinderKoncerts,Maine Wildlife Park, Lewiston Public theater,Mackworth Island	Regular field work , not field trips as evidenced by student work	X Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

Indicator and Measure	2014 Targets negotiated in the Contract	Documented Results Reported	Notes and Comments from Monitoring Visits	Outcome
Parent Communication Systems	Regular and clear communication		Parents reported access to and responsively of administration and staff, felt welcome and included, “get a ton of communication with newsletters, web, emails, teacher /classroom news, use of shutter fly and other media	X Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Parent participation in their children’s education and operation of school	80% parent participation of meaningful involvement Plan for parent conferences established List of engagement opportunities available to parents and community Record kept of volunteer and parent participation	Year-end notebook data November 2013 and March 2014 parent conferences show pre-k with 92.86% attending, grades K-2 100% attending Fiddlehead Volunteer Hours Sept. 4,2013-June 10, 2014 log 241 people gave 1059 hours	Parent focus group reported immediate response to an issue raised about the parking lot safety, love what the school is doing for their children, have participated on teacher selection committees, spoke of the balance of values, behaviors, and expectations with learning being kids directed.	X Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
Other Requested Information				<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

Summary

<i>Indicator</i>	<i>Meets Contract agreement</i>	<i>Partially meets</i>	<i>Does not meet</i>
Student Academic Proficiency	X		
Student Academic Growth	Pre-k,K, 1		Gr 2 Math and Science
Achievement Gaps in proficiency and growth between major student subgroups	Benchmark year		
Student Attendance	X		
Recurrent Enrollment from Year to Year	X		
Postsecondary readiness	DNA		
Financial Performance and Sustainability	X		
Governance Board Performance and Stewardship	X		
Adequacy of Facilities Maintenance in Support of Program	X		
Food Service	X		
Transportation	X		
School Social and Academic Climate	X		
Parent and Community Engagement	X		

4. Commendations

Administration, staff and governing board have learned and grown from this first year making adjustments as needed to maximize charter school success

Roles and responsibilities are identified and sorted for the effective and efficient daily functioning of the school

Governing Board members have established policies and practices that ensure a well- run school. In looking forward they have created committees, HR development, and created orientation for new members which includes orientation to the philosophy of the charter school

Financials are on target with expected goals.

Parents felt communication between themselves and the school was excellent. The Director was always open and a very effective communicator. Multiple avenues for communication amongst parents, teachers and administration have been created.

Parent teacher conference attendance excellent ranging from Pre-K 92.86% to Gr K, 1, 2 100% participation

Parents participated in the development of their expectations before conferences enabling a deep conversation with teachers about their child

Spring conferences with students were very successful, parents rating them as very useful on the survey

Children reflect a loving and respected environment.

Children participated in an abundance of field work instead of field trips.

Vision of school was well understood by everyone.

Unusually high number of volunteer hours given to the school recorded as 1,059 hours and PTO parents over 100 hours a month

Statistical recordkeeping was well done in great detail.

Expansion of the charter school with the addition of grades is well planned out logistically and with the creative remodeling of space

5. Recommendations

Fiddlehead School of Arts and Sciences has a strong understanding of its strengths and weaknesses as identified in its data collection and planning ahead process. Building on a strong first year the school needs to follow through on their findings establishing priority goals for year two.

Continuing staff training on the Pearson Work Sampling and its relationship to a system of assessment will continue to build a comfort in gathering evidence of student proficiency. Continue the process established for parent-teacher conferences .Parents expressed a desire to see conferences extended to 45 minutes.

Create ongoing Governing Board development including a thorough understanding of the application, performance framework, contract, philosophy, evaluation and monitoring procedures. To increase the number of board members with special areas of expertise which would benefit the school.

Consider use of a Pradeo Chart in future planning which examines issues in the light of if we do this what else is affected?

Consolidate communication vehicles for the Board, Parents and Administrator.

6. Closing Summary

In summary The Fiddlehead School of Arts and Sciences is staying true to its mission and vision building an exciting learning community supportive and inclusive for students, staff and parents. One parent's comment stands out, "Kids are allowed to be who they are, not what they are not." Teachers set the tone throughout the school believing there are not your kids and my kids but all of ours to nurture. The Governing Board and Staff are moving forward in a strategic manner analyzing data to make informed choices about adjustments that need to be made for improvements, maintain effective communication and build on their vision of school.

Review Team Members

Shelley Reed, Chair

Jana Reed

Nichi Farnham

Harpswell Coastal Academy

August, 2014

August 2014 Annual Site-visit Report
Harpswell Coastal Academy – June 5, 2014 – Approved by Commission 9-2-14

1. Introduction

The Harpswell Coastal Academy (HCA) is one of the three public charter school authorized to begin its first year as a charter school in September 2013. HCA offers personalized project based education, a first of its kind for Mid-Coast Maine students in grades 6-12.

HCA is located on Ash Point Rd. Harpswell, Maine. Its initial enrollment of 57 students in grades 6 and 9 is gathered from 11 different communities from Yarmouth to Woolwich and Wiscasset. 33 students are in 6th grade with 24 in the 9th grade. Approximately 26% of the students attending currently have IEP's.

HCA implements a standards-based teaching and learning program - relevant, place-based curriculum that incorporates fieldwork and internships; and deliberate structures for building students' character and holding them accountable. HCA's organizational structure supports students in achieving high standards in a variety of ways – a longer school day, Saturday "intensives," and community mentors for each student. The curriculum and the instructional program are both imbedded in a hands-on learning approach, utilizing an agricultural and natural science oriented environment. Along with the hands-on, individualized instruction, the school emphasizes its Restorative Justice program, designed to help students develop into self-directed learners responsible for their actions.

2. Process for Monitoring the Public Charter School

The Maine Charter School Commission established a visiting review team accompanied by the MCSC Executive Director, and the Department of Education Special Education Personnel. The Commission team conducted two announced on-site visits during the 2013-2014 school year. The dates of the visits were November 8, 2013 and June 5, 2014.

The review team held interviews with school leadership, staff, students, parents and community, and governing board. They also review available data provided by the school. Documents provided by the school are available from the Maine Charter School Commission office. Additional data was collected from the Maine Department of Education website.

Information gathered from documents, interviews, and on-site observation was used to determine the extent to which the school has met their contracted performance targets.

Section 3: Charter Commission Annual Report on Harpswell Coastal Academy's Performance Indicators August 2014

Indicator and Measure	2013-2014 Targets	Documented Results Reported	Notes from Monitoring Visits	Outcome
<u>Student Academic Proficiency</u> <i>Measure 1: Proficiency on State Assessments in reading.</i>	<i>Establish Baseline</i>	School did not participate in state assessment program so baseline will be established in year 2.	On May 7, 2014, the school was issued a Notice of Material Non-Compliance with the contract based on the school's lack of participation in the State Assessment system.	<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input checked="" type="checkbox"/> Does Not Meet
<u>Student Academic Proficiency</u> <i>Measure 2: Proficiency on State Assessments in math.</i>	<i>Establish Baseline</i>	School did not participate in state assessment program so baseline will be established in year 2.	<p>The school responded with a plan to administer an alternative form of assessment (the NWEA) to provide data to establish a baseline and ongoing progress.</p> <p>School administration is well aware of the importance of participation in the Maine State Assessment system and is prepared to assess their students beginning in the 2014-15 school year.</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input checked="" type="checkbox"/> Does Not Meet
<u>Student Academic Proficiency</u> <i>Measure 3: Proficiency on school selected standardized test in reading.</i>	<i>Establish baseline using NWEA in reading</i>	74.5% of students scored in the Average & Above Average RIT bands on the spring, 2014 assessment of reading.		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Student Academic Proficiency</u> <i>Measure 4: Proficiency on school selected standardized test in math.</i>	<i>Establish baseline using NWEA in math</i>	62 % of students scored in the Average & Above Average RIT bands on the spring, 2014 assessment of math.		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Student Academic Proficiency</u> <i>Measure 5: Proficiency on school designed assessment program measuring Maine Learning Results.</i>	<i>Year One: Establish Baseline.</i>		School is tracking student performance using a proficiency-based assessment system through-out the 2013-2014 school year and is prepared to provide student achievement data beginning in year two.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

Indicator and Measure	2014 Targets negotiated in the Contract	Documented Results Reported	Notes and Comments from Monitoring Visits	Outcome
<u>Student Academic Proficiency</u> <i>Measure 6: Student Portfolio</i>	<i>95% of students will submit three satisfactory portfolio pieces.</i>			<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Student Academic Growth</u> <i>Measure 1: Growth on State Assessment</i>	<i>Establish Baseline</i>	School did not participate in state assessment program so baseline will be established in year 2.		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input checked="" type="checkbox"/> Does Not Meet
<u>Achievement Gaps</u> <i>Measure 1: Gaps in proficiency and growth between major student subgroups on Maine State Assessment.</i>	<i>Establish Baseline</i>	School did not participate in state assessment program so baseline will be established in year 2.		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input checked="" type="checkbox"/> Does Not Meet
<u>Student Attendance</u> <i>Measure 1: Average Daily Attendance Rate</i>	<i>Division 1: Average Daily Attendance Rate = 95% Division 2: Average Daily Attendance Rate = 92%</i>	Division 1: Division 2:		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Student Attendance</u> <i>Measure 2: Reduce unexcused absences</i>	<i>In each school year, the number of unexcused absences will decrease from the fall to spring trimester.</i>		School will begin tracking this measure in the 2014-2015 school year.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Student Enrollment</u> <i>Measure 1: Maintaining student enrollment</i>	<i>80% of students enrolled on state "count day" will still be enrolled on last day of school.</i>	88% of students stayed through the 2013-2014 school year	7 Withdrew during the year of those 7, two moved out of the area.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Student Enrollment</u> <i>Measure 2: Student re-enrollment from one year to the next</i>	<i>80% of students enrolled on last day of school indicate intent to return the following school year.</i>	From data dated 6/2: 53 of 58 students returning (91%)		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Post Secondary Readiness</u> <i>Measure 1: Federal Graduation 4-year Adjusted Cohort Graduation Rate (ACGR)</i>	<i>Not Applicable</i>			<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Post Secondary Readiness</u> <i>Measure 2: Maine determined graduation rate as determined under Title 20-A MRSA, section 5031, subsection 1.</i>	<i>Not Applicable</i>			<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

Indicator and Measure	2014 Targets negotiated in the Contract	Documented Results Reported	Notes and Comments from Monitoring Visits	Outcome
<u>Post Secondary Readiness</u> <i>Measure 3: Percentage of students completing dual enrollment courses</i>	<i>Not Applicable</i>			<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Post Secondary Readiness</u> <i>Measure 4: Percentage of students scoring at or above state average on SAT.</i>	<i>Not Applicable</i>			<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Post Secondary Readiness</u> <i>Measure 5: Enrollment in post-secondary institutions</i>	<i>Not Applicable</i>			<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Post Secondary Readiness</u> <i>Measure 6: Outcomes for students not attending post-secondary institutions.</i>	<i>Not Applicable</i>			<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Financial Performance and Sustainability</u> <i>Measure 1: Governance board reviews budget and makes appropriate adjustments to ensure school remains financially healthy.</i>	<i>Governance board and/or financial committee review budget on a quarterly basis at a minimum.</i>	From Board Minutes: Finance Committee Reports June 19, 2013 August 14, 2013 August 27, 2013 September 18, 2013 October 23, 2013 November 20, 2013 April 16, 2014 Treasurer's Report December 18, 2013 January 15, 2014 February 26, 2014 March 19, 2014 Report on 3-year budget July 17 th , 2013: Budget Review		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Financial Performance and Sustainability</u> <i>Measure 2: School conducts an external audit.</i>	<i>Quarterly financial reports and end of year audit are available to authorizer.</i>		The school is hiring a bookkeeper for the 2014-2015 school year.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

Indicator and Measure	2014 Targets negotiated in the Contract	Documented Results Reported	Notes and Comments from Monitoring Visits	Outcome
<u>Governance Board Performance & Stewardship</u> Measure 1: Governance Board operates in a transparent, responsible, and legally compliant manner.	Governance Board holds public meetings with posted agendas and minutes.	Agendas are available on Website	Agendas are posted 48 hours before meeting on HCA website. Minutes are posted as soon as available. Board is planning retreat for August, 2014.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Governance Board Performance & Stewardship</u> Measure 2: Governance Board provides oversight of school leadership team.	Board conducts an annual evaluation of school leadership.		During interview on June 5 th , the Board described process of using ISLLC standards to evaluate effectiveness of school director.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Adequacy of Facilities Maintenance in Support of Program</u> Measure 1: School facilities meet educational and health and safety standards.	Board certifies that the facilities meet educational and health and safety standards.		Facility was in good order during June 5 th end of year visit.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Adequacy of Facilities Maintenance in Support of Program</u> Measure 2: Site Development	Site Development plan adopted by spring of 2014.		Board minutes indicate site development plan has been adopted.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Transportation & Food Service</u> Measure 1: Record of costs and student utilization of food service.	School reports on costs and student participation.			<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Transportation & Food Service</u> Measure 2: Record of costs and student utilization of transportation service.	School reports on costs and student usage.			<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>School Social and Academic Climate</u> Measure 1: Instances of bullying, harassment, or other abusive practices.	1. Bullying and Harassment Policy spelled out clearly in Student, Faculty, and Family Handbook. 2. Establish baseline of incidents of per student bullying.	Policy in Family Handbook	Students and parents report an inclusive environment that is supportive of all students. Students report there are no cliques at the school and that students generally get along well with each other.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

Indicator and Measure	2014 Targets negotiated in the Contract	Documented Results Reported	Notes and Comments from Monitoring Visits	Outcome
<u>School Social and Academic Climate</u> Measure 2: Family and Student Satisfaction	Administration of a climate survey administered in-house.	Satisfaction survey was administered to parents and students.	89% of students agree or strongly agree: I feel safe & welcome at HC 81% of students agree or strongly agree: I enjoy school and view it as a positive experience. 100% of parents agree or strongly agree: faculty maintains a positive school climate for learning. 100% of parents agree or strongly agree: my child enjoys school and views it as a positive experience. 90% of parents agree or strongly agree: I feel welcome when I visit the school	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>School Social and Academic Climate</u> Measure 3: Student habits of work and learning.	1. Habits of work are reported to students and families three times yearly. 2. Habits of Work and Learning improve or reach proficiency from fall to spring each year for each Division.	HOWL report	School shared sample HOWL reports	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>School Social and Academic Climate</u> Measure 4: Participation in School Meeting and restorative justice program.	80% of students report via school climate survey, active participation in Restorative Justice and Community Meeting.	Beginning in SY 2014-2015	Students reported on the power of Restorative Justice program. "At other schools, you don't learn how not to do something wrong. Here you do." "We learn now to talk to each other to solve problems."	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Parent and Community Engagement</u> Measure 1: Student participation in activities provided by Community Partnerships	Each student participates in at least one, HCA Workshop, or club, during the year	Beginning in SY 2014-2015		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

Indicator and Measure	2014 Targets negotiated in the Contract	Documented Results Reported	Notes and Comments from Monitoring Visits	Outcome
<u>Parent and Community Engagement</u> Measure 2: Parent Communication	<i>Parents check Jump Rope portal at least once every other week.</i> <i>Parents open weekly newsletter.</i>	Weekly newsletter has a 60% open rate and a 20% click through rate	Parents indicated during interviews that communication between school and home has improved throughout the year.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Parent and Community Engagement</u> Measure 3: Parent participation in their children's education.	<i>Family participation in Student Led Conferences.</i> <i>Division 1: 90% of parents attend at least one Student Led Conference per year.</i> <i>Division 2: 60% of parents attend at least one Student Led Conference per year.</i>	Beginning in SY 2014-2015		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet
<u>Parent and Community Engagement</u> Measure 4: Celebration of learning and passages	<i>Each student presents to the larger school community twice each year at a minimum.</i>	Beginning in SY 2014-2015		<input type="checkbox"/> Meets <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet

Summary

<i>Indicator</i>	<i>Meets Contract agreement</i>	<i>Partially meets</i>	<i>Does not meet</i>
Student Academic Proficiency		X	
Student Academic Growth	N/A		
Achievement Gaps in proficiency and growth between major student subgroups	N/A		
Student Attendance	X		
Recurrent Enrollment from Year to Year	X		
Postsecondary readiness	N/A		
Financial Performance and Sustainability	X		
Governance Board Performance and Stewardship	X		
Adequacy of Facilities Maintenance in Support of Program	X		
School Social and Academic Climate	X		
Parent and Community Engagement	X		

4. Commendations Students

The students interviewed were anxious to share many positive stories about their first year at Harpswell Coastal Academy. They shared their enthusiasm with the hands-on approach to school and appreciated the ability to work at their own pace. Students shared such comments as, “ I like hands-on better than textbook”, and “I learn better when I can go outside,” “We do field work not field trips.” They also appear to understand their role in their education and realize the importance of taking responsibility for a more self-directed learning style.

They were also very positive about the school’s climate and shared thoughts about the Restorative Justice system by explaining that when there is a conflict the students involved learn how to talk it out, sometimes through a resolution circle. They also shared that discipline works better at HCA, “you can talk to the teachers here. At other schools you don’t learn not to do it. Here you learn now not to do it. Here teachers listen for the entire story.”

Teachers

The teachers interviewed also reported a positive culture. The interview team was impressed with their enthusiasm and noted that collaboration among the teachers was strong. The teachers reported receiving a great deal of support from the school leaders with the development of professional growth goals and regular observations and coaching sessions.

Student and parent feedback regarding the quality of the teaching staff was very positive. Students shared that their teachers are enthusiastic about their subject matter and have a great deal of respect for their students. One student reported that the teachers at HCA, “love to be with us.”

Administration

The co-directors have learned and grown from this first year and work together as a strong team. The staff provided positive feedback regarding their leadership and decision-making skills. Staff seemed to appreciate the decision-making process.

Board

The board has established routines and procedures that are serving the board and the school well. Minutes and agendas are posted as required and they are building a board with a diverse skill set.

Town and Community Partnerships

The school has created strong partnerships with the town of Harpswell and therefore, the town is interested in having them in the building long term. The school has established a number of community partnerships that are equally beneficial to both the school and the organization.

As a start-up school, Harpswell Coastal Academy has made remarkable progress. All constituencies including the community, staff, students, and parents all have positive feedback about the impact of the school.

5. Recommendations

The school has a strong sense of its strengths and weaknesses. The overarching need to continue HCA’s remarkable start is to use the experience of the first year to lay down the markers (aka benchmarks) of the operation (i.e. governance, administration, all aspects of the program, the staff, physical plant, fund raising, marketing, etc.) All of this should lead to assembling a comprehensive strategic plan during year two to guide this inspiring enterprise through the remaining three years of the five-year charter contract.

The school should carefully consider the structures they will need to put in place to ensure data needed to measure the performance indicators that will be used to measure the success of the school will be available.

6. Closing Summary

Harpswell Coastal Academy has created an environment that appears to be meeting the needs of their community. Their students are overwhelmingly pleased with their learning experience and the teachers are enthusiastic and have a common vision for the school’s instructional program. The school’s administration team works well together and clearly understands the school’s strengths and next steps. The well-rounded board is providing useful guidance for the school and has established procedures and routines that ensure effective board governance.

Monitoring Report

Maine Academy of Natural Sciences

August 2014

August 2014 Annual Site-visit Report
MEANS – July 22, 2014 – Approved by Commission 9-2-14.

1. Introduction

The Maine Academy of Natural Sciences (MeANS) was the first public charter school authorized, and the second one to open in the State of Maine, beginning its first year as a charter school in September 2012. MeANS operates with a year-round academic program; its second charter school year ended on August 15, 2014.

MeANS is located in Hinckley, Maine, on the campus of Good Will-Hinckley, situated near the town lines of Fairfield and Skowhegan, on Route 201. The School's initial enrollment of 52 students in grades 9-12 grew to 66 in 2013-14 and is projected to be up to 80 in 2014-15. The students gather from several different communities from across the state. While many of the students live within the school's catchment area (approximately a 30 mile radius from the academy) others are housed four nights a week in a residential program operated by the parent organization, Good Will-Hinckley Home Association.

The school operates on a standards-based program, where students are expected to achieve proficiency levels required to meet the graduation requirements that will be in Maine law by 2016. Part of the school's challenge has been created by the fact that significant numbers of the current students have transferred from other high schools and are expecting to graduate under the traditional credit-based system. Another challenge for the school has been the effort to develop new standards and rubrics for measuring proficiency and growth that are both aligned with the Common Core and can be managed under the school's Personal Learning Plan system, whereby each student advances through the standards at an individualized pace. The curriculum and the instructional program are both imbedded in a hands-on learning approach, utilizing an agriculture and natural science-oriented environment. Along with the hands-on, individualized instruction, the school emphasizes a Restorative Justice program designed to help students develop into self-directed learners responsible for their actions.

2. Process for Monitoring the Public Charter School

The Maine Charter School Commission established a visiting review team of three members accompanied by the MCSC Executive Director and a two-person team from the Division of Special Education at the Maine Dept. of Education. The Commission team conducted one scheduled on-site visit on July 22, 2014. Along with the visit the review team received several documents as part of the review. These documents were delivered prior to the visit, on the day of the visit, and subsequent to the visit. They are on file and the list is available from the MCSC office. A list of the review team is included at the end of this report.

Section 3: Charter Commission Annual Report on MeANS Performance Indicators, August 2014

Indicator and Measure	2014 Targets negotiated in the Contract	Documented Results Reported	Notes and Comments from Monitoring Visits	Outcome
<u>Student Academic Proficiency:</u> State Assessments	Students will score within 20% of the state average.	<p>Of 11 students who took the SAT's:</p> <ul style="list-style-type: none"> • 4 students scored above the state average in at least one area; and had 9 scores in total above the state average • 1 student scored within 20% of the state average on 2 areas • 3 students scored at 29% of the state average or below on 11 areas • 5 students scored at 5% of the state average or below on 11 areas <p>Of the 19 students who took the Maine Science Assessment:</p> <ul style="list-style-type: none"> • 8 students proficient/partially proficient • 11 students scored below partially proficient 	Incomplete	<p>___ Meets</p> <p>___ Partially meets</p> <p>___ Does not meet</p>
<u>Student Academic Proficiency:</u> School developed assessments	<p>A. 39% of the student body will meet at least 24 standards at proficient level</p> <p>B. 36% will meet at least 18 standards</p> <p>C. 35% will meet at least 10 standards</p>	<p>A. 56% of students have 24 or more standards opened and/or completed;</p> <p>B. 19% have between 18 and 24 standards opened and/or completed.</p> <p>C. 13% have between 10 and 18 standards opened and/or completed</p>	Incomplete – 41% of students have completed one or more standards as of the completion of the third quarter, 4 th quarter figures will not be tabulated until September	<p>___ Meets</p> <p>___ Partially meets</p> <p>___ Does not meet</p> <p>□</p>

	(should be 25% to add up to 100%) Progress Relative to Length of Time at Means	Measure needs to be developed		
Student Academic Growth: Value added nationally normed individual and group assessment or equivalent for English and Math	Percentage of students who made one year's growth as measured by the NWEA Target Open	81% of students demonstrated growth in at least one academic area: math, reading or language: NWEA projects growth rates for 9 th and 10 th graders only [There are three academic areas tested by NWEA – 6% showed growth in each area, 69% showed growth in more than one area]		<u> X </u> Meets <u> </u> Partially meets <u> </u> Does not meet
Established Benchmarks for Each Student	85% growth in one area through NWEA or other evidence	81% of students showed growth in at least one academic area through NWEA	All students in this subgroup closed a gap in at least one area; 4 out of 5 closed gaps in more than one area.	<u> x </u> Meets <u> </u> Partially meets <u> </u> Does not meet
Rubric specific to charter school				
Achievement Gaps in proficiency and growth between major student subgroups using ESEA-based system	With a gap of 25% or more, between major student subgroups, we will shrink gap by 50% on an individual student basis.	The largest gap between mainstream and IEP students in any subject area was 22% [Males were the only subgroup that scored below the School's growth mean; in language all subgroups scored above the growth mean; and in math, males scored below the School's growth mean]	All students in this subgroup closed a gap in at least one area; 4 out of 5 closed gaps in more than one area.	<u> X </u> Meets <u> </u> Partially meets <u> </u> Does not meet

Indicator and Measure	2014 Targets negotiated in the Contract	Documented Results Reported	Notes and Comments from Monitoring Visits	Outcome
Student Attendance				
Average Daily Attendance Rate	80%	92%	Over target	<u> X </u> Meets <u> </u> Partially meets <u> </u> Does not meet
Individual Student Attendance Rate	Average will be 80%	10% of students were below the target, 46% were at 95% or higher attendance	Over target	<u> X </u> Meets <u> </u> Partially meets <u> </u> Does not meet
Unexcused Absences	8% of possible days attended	6.85%	Better than target	<u> X </u> Meets <u> </u> Partially meets <u> </u> Does not meet
Recurrent enrollment from Year to Year				
Student re-enrollment from one year to next	85%	96%	Over target	<u> X </u> Meets <u> </u> Partially meets <u> </u> Does not meet
Continuous enrollment of students for multiple years	80%	100%	Way over target	<u> X </u> Meets <u> </u> Partially meets <u> </u> Does not meet
Post-Secondary Readiness				
Graduation Rate	70%	85%	Over target	<u> X </u> Meets <u> </u> Partially meets <u> </u> Does not meet
Success in Dual Enrollment Courses	75% of students will be successful in their Dual Enrollment Classes	20 of 24 got a C or better on a course = 83% [34 students enrolled in 37 courses. 5 got a B+ or better, 15 got a C or better, 5 got below a C, 8 withdrew from course, and 6 dropped the course (early decision to leave)]	School intends to provide more formal support this year for students taking KVCC classes	<u> X </u> - Meets <u> </u> Partially meets <u> </u> Does not meet
SAT or ACT scores	15% will score at or above state average on SAT	See proficiency data		<u> X </u> Meets <u> </u> Partially meets <u> </u> Does not meet

Indicator and Measure	2014 Targets negotiated in the Contract	Documented Results Reported	Notes and Comments from Monitoring Visits	Outcome
Enrollment in post-secondary institutions	75% of graduates have enrolled in post-secondary institutions within 8 months 75% of students taking Accuplacer will pass at least three elements	60% enrolled in post-secondary 60% (6 of 10) passed three core assessments; 91% (10 of 11) passed at least two of the core assessments		___ Meets __x__ Partially meets ___ Does not meet
Students employed full time or enlisted	15% of graduates employed full time or enlisted by April of 2014	60% currently full time employed	Information from two others needed This is the information on 2013 graduates; School does not have missing information at this point	__X__ Meets ___ Partially meets ___ Does not meet
School Social and Academic Climate				
Instances of bullying, harassment or other abusive behavior	15 or fewer incidents or reports of actual or suspected bullying or harassment	<u>Bullying/harassment:</u> Three incidents reported <u>Incidence of substance use/abuse:</u> 14 incidents related to substance abuse, 11 suspected incidents of UTI	There were 21 changes made in the resident program, which has fostered an improved environment. All instances of bullying/harassment and substance abuse/use were dealt with appropriately and in a manner that contributed to improved personal behavior	__X__ Meets ___ Partially meets ___ Does not meet
Confidential surveys of parents staff and students regarding social and academic climate	90% of parents, students, staff, express satisfaction with school climate;	<u>Student Survey</u> 90% felt the school was the best fit they have experienced; <u>Parent Survey:</u> Surveys not completed; <u>Staff Survey:</u> Surveys not completed.	30 students took survey; answered 5 of 6 questions on social and academic climate with 80% or more; 97% felt safe; 71% positive about the discipline process. Slow response = 16 parents to date Parents picked the most positive responses to the survey's questions at least 80% of the time for each question To date staff surveys indicate satisfaction with school climate, especially in the area of social/emotional growth, and safety. Positive responses academic growth and respectful behavior. All other questions answered at a higher than 80@ positive rating	___ Meets __x__ Partially meets ___ Does not meet

Indicator and Measure	2014 Targets negotiated in the Contract	Documented Results Reported	Notes and Comments from Monitoring Visits	Outcome
Emotional and social growth of students	<p>80% will report growth as reported by pre and post Gallup Poll Hope Survey SPECIAL NOTE: Survey only given once a year so target needs adjusting</p> <p>School Records of Restorative Justice Involvement (no target established)</p>	<p><u>Sense of hope:</u> 43% hopeful, 27% stuck, 30% discouraged</p> <p><u>Being Engaged:</u> 56% engaged</p> <p><u>Well-being:</u> 43% thriving, 57% struggling, 0% suffering</p> <p>18 students participated in 24 restorative meetings leading to 13 agreements</p>	<p>9th graders more hopeful and engaged than 11th graders than 12th graders; 11th graders have the highest sense of well-being of the three grades; 92% agreed that there was an adult in their lives who cares about their future</p> <p>These survey items are all positive measures of school climate, they are worse than last year's scores but are better than the national norm No one reports suffering, however perceived health problems are twice the national norm</p> <p>The three most frequent problems dealt with in these meetings were disrespect, being "out of area", i.e. not following the daily schedule, and peer respect. 71% of students surveyed expressed satisfaction with the discipline process.</p>	<p><input type="checkbox"/> Meets <input type="checkbox"/> Partially meets <input checked="" type="checkbox"/> Does not meet</p>
<u>Financial Performance and Sustainability</u>	<p>The school will produce monthly and quarterly financial reports and provide evidence that the reports are reviewed by the Governing Board. Quarterly reports to be sent to Commission for its files and review. An annual financial audit is conducted and a report sent to Commission , with MeANS" response to all management findings and recommendations.</p>	<p>The Commission received quarterly reports and meeting minutes showing Governing Board review of financial statements dated July 31, 2013, December 18, 2013, January 22, 2014, and April 25, 2014.</p> <p>MEANS did have an audit conducted for the 2012-2013 fiscal year. All management findings and recommendations have been addressed.</p>		<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially meets <input type="checkbox"/> Does not meet</p>

Indicator and Measure	2014 Targets negotiated in the Contract	Documented Results Reported	Notes and Comments from Monitoring Visits	Outcome
<u>Governance Board Performance and Stewardship</u>	Public accountability – Transparent, responsive and legally compliant Board Operation Oversight of school leadership team	The Review Team of the Commission has met with several members and officers of the Board. The Board meets monthly and maintains strong working relationships with senior administrative staff and the parent organization’s (GWH) board. The Board contributes its time and talents to the improvement of the school. Oversight of the leadership was discussed.	Board minutes and agendas are available but access could be improved	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially meets <input type="checkbox"/> Does not meet
<u>Adequacy of Facilities Maintenance in Support of Program</u> <u>Transportation</u>	The School will provide an annual update on the capital improvement plan for providing facility upgrades to support expanded enrollment. School will provide transportation for day students within catchment area, either through contracts with other providers or the school’s vans	Exec. Director Glenn Cummings provided an update on plans to renovate Moody Building for use as a school facility. A capital plan for all other GWH facilities (includes the current school used facilities) was also given to the Commission. The current school facility is fully utilized, as it is temporary space awaiting the development of an updated newer facility. The buildings appeared to be clean, Part time positions for 2 students were created to assist with the upkeep of the facilities. One of the Heads of School serves on GWH Safety Committee which meets monthly and deals with any maintenance issues. A GWH Building and Grounds Committee meets monthly. A monitoring report provided by MEANS. The school contracts with an SAU in the area. Pick up sites are evaluated every 3 months.		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially meets <input type="checkbox"/> Does not meet <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially meets <input type="checkbox"/> Does not meet

<u>Food Services</u>	The school will participate in the National School Lunch Program and provide an appropriate breakfast and lunch for eligible students through GWH	The food service program provided a monitoring report. The program was under budget last year and on target this year to do the same. Students participate in the program either as interns, paid part time workers, a work study program, as well as growing food for the program in the schools agriculture program. Ingredients for the meals are locally sourced and grown on campus. Commission members had a tasty and nutritious lunch while on site. The program is well run and all take pride in it.		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially meets <input type="checkbox"/> Does not meet
<u>Educational Partnerships in the Community</u>	No specific target for the number of partnerships was established in the contract	Partnerships have been established this year with the following: Kennebec behavioral Health; Cornerstones Counseling, Skowhegan Career Center, Caverly's Farm, Cornville Regional Charter School, etc.	Community volunteers and organizational partners were well represented among the participants at the Commission's on-sight visit.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially meets <input type="checkbox"/> Does not meet
<u>Parent Communication Systems</u>	Weekly communications between advisor and family.	All parents are contacted weekly by student-advisor by phone or email weekly	Parents present at the Commission on-sight visit reported regular and helpful communications.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially meets <input type="checkbox"/> Does not meet
<u>Parent participation in their children's education and operation of school</u>	90% parent/guardian participation in student-led conferences 60% of parents participate in school sponsored activities	100% of parents attended at least one student led conference 60% of parents have participated in a school sponsored activity. 33% (22 Of 67 potential participants)	Target exceeded Target not met. MEANS administration noted the high level of communication and the relative distance from student's homes as factors that seem to cause the lower participation rate.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Partially meets <input type="checkbox"/> Does not meet <input type="checkbox"/> Meets <input checked="" type="checkbox"/> Partially meets <input type="checkbox"/> Does not meet
<u>Other Requested Information</u>	Academic Discipline reports	No target set	No expulsions or suspensions	

Summary

<i>Indicator</i>	<i>Meets Contract agreement</i>	<i>Partially meets</i>	<i>Does not meet</i>
Student Academic Proficiency		Incomplete	
Student Academic Growth	X		
Achievement Gaps in proficiency and growth between major student subgroups	X		
Student Attendance	X		
Recurrent Enrollment from Year to Year	X		
Postsecondary readiness		X	
Financial Performance and Sustainability	X		
Governance Board Performance and Stewardship	X		
Adequacy of Facilities Maintenance in Support of Program	X		
School Social and Academic Climate		X	
Parent and Community Engagement		X	

4. Commendations

1. As was true a year ago, the School was well prepared for the visit, providing some of the documentation ahead of the visit and arranging for the availability of parents, board members, partners, teachers and students for the focus group.
2. Parents continue to exhibit strong support, enthusiasm and appreciation for the School. Observations included, *Students are treated as individuals and respected for their uniqueness... My son was able to design a course around a topic he was interested in and there was a teacher qualified and ready to teach it.*
3. The student attendance rate continues to be excellent.
4. We commend the School for addressing last year's residential life concerns by hiring a new Director of Student Life and developing a 21-point plan to strengthen the residential program and thus improve the climate within the School as well as enhance communication between the School and residential staff.
5. We continue to commend the School for laying a solid fiscal foundation aimed to put the School in a healthy and sustainable long-term position. The close collaboration with Good Will Hinckley has been and will continue to be essential to realizing this outcome. That collaboration is outlined in the strategic planning document, *A Past to*

Preserve – A Future to Build. The plan's centerpiece is an impressive academic facility, the renovated Moody building, that will enable the School to house its optimal enrollment of 210. At capacity, the School is projected to generate a healthy fund balance reserve from operations.

6. We commend the efforts that resulted in a \$500,000 federal grant to be used for professional and technology development.
7. We applaud the success of the new Greenhouse program.
8. The School continues to make impressive progress in meeting the needs of the growing special education population.
9. We commend the School for placing strong emphasis on staff development, evidenced by the teacher development program initiated by board member Gordon Donaldson and the pursuit and receipt of a generous federal grant to support professional development.
10. We commend the School for exceeding the recurrent enrollment targets, which demonstrates strong family support.
11. We continue to be impressed with the governing board, measured in part by the time and talents devoted to improving the School in a variety of ways.
12. The student-led conferences continue to be highly valued, evidenced by the high participation rate and many positive comments from students and parents.
13. We commend the School for continuing to collaborate effectively with a growing list of community partners.
14. The accessibility and use of Kennebec Valley Community College (KVCC) programs is a major asset for the School in addressing a longstanding issue in Maine, motivating students to continue their education beyond secondary school.
15. We commend the School's mentoring program in collaboration with the Cornville Regional Charter School.
16. We commend the School for addressing the need to expand the breakfast program to include all students.

5. Recommendations

- A. We encourage the school to continue to seek additional sources of funding beyond the Good Will-Hinckley Foundation as part of its effort to achieve long-term financial stability.
- B. The Commission applauds progress-to-date in implementing a proficiency-based academic system with clear record keeping showing student attainment of standards and urges the School to keep the initiative as a high priority.
- C. Continue the search for and implementation of a replacement for the Project Foundry software.
- D. We urge the School to further its effort to appropriately integrate technology into the curriculum, which the federal grant offers the wherewithal to accomplish.
- E. Develop a plan for accommodating the students if the new classroom building is not ready for occupancy in 2015, the deadline for vacating the current facility.

- F. Continue the effective application of the school's restorative justice program by providing more staff training.
- G. Continue staff development to support the differentiation of instruction to achieve increased student attainment of the learning standards.
- H. The School is encouraged to participate in live trainings and webinars offered by the MDOE Department of Special Services, including aligning IEP goals with the Common Core state standards, LRE and transition planning.
- I. The School is urged to continue to strengthen the delivery of special education services as needed.
- J. Continue to use evidence-based practices to improve reading and writing skills for students whose IEPs require direct instruction in those areas.
- K. Develop a plan to maintain the qualities of a small school environment and the ability to address the needs of all students as enrollment grows and staff expansion and turnover occur.

SPECIAL NOTE: THE CHARTER SCHOOL COMMISSION'S ASSESSMENT EXPERIENCE WITH CHARTER SCHOOLS THE PAST TWO YEARS HAS PROMPTED A DECISION TO EXAMINE SEVERAL INDICATORS IN THE PERFORMANCE FRAMEWORK TO CLARIFY INFORMATION AND ANALYSIS NEEDED (E.G., ACADEMIC PROFICIENCY).

6. Closing Summary

In our estimation the Maine Academy of Natural Sciences continues to demonstrate success and make progress in achieving its goal:

Our goal is for every MeANS student to become an engaged, reflective, and self-directed learner. We help students develop habits of heart and mind that lead them to take responsibility for their own actions, as well as for the welfare of other students, their community and their environment. Students will grow as critical thinkers and creative problem solvers. They will complete their education more hopeful and healthy than when they enrolled, and they will have a plan for their next steps as young adults including further education, training, adventure, civic engagement and work.

Our confidence in the School's long-term prospects for sustainable success is based, in large measure, on the Board and staff's unswerving commitment to continuous improvement as evidenced by our experience with them the past two years.

Review Team Members

- John Bird, Chair (Maine Charter School Commission member)
- Nichi Farnham (Maine Charter School Commission member)
- Jana LaPoint (Maine Charter School Commission member)
- Robert Kautz (Maine Charter School Commission Executive Director)
- Peg Armstrong (Maine Department of Education – Special Education Division)
- Anne D'Alonzo (Maine Department of Education – Special Education Division)